Mariah Porta

(2014). For Most Adolescents, Popularity Increases the Risk of Getting Bullied. *Education Digest, 80*(1). Retrieved from <http://web.a.ebscohost.com.uri.idm.oclc.org/ehost/pdfviewer/pdfviewer?sid=17d78701-dba5-484e-a04c-fec4e7835872%40sessionmgr4002&vid=1&hid=4207>

This article suggests that most victims of bullying are kids who are “popular”. A study was described in which a group of 8th-10th graders were surveyed. Popularity was determined by the students’ importance in the school’s “web of friendships” and those students were surveyed about their interactions with bullying. The results showed that as students became more popular, they became more susceptible to bullying. It also showed that the more popular a student was, the more likely they would experience depression, anxiety, and social exclusion from even small incidents of bullying. Similar results were found from a study of a different group of high school students. The article concludes with suggesting awareness should be made about bullying especially to victims who may not display obvious target characteristics. They also suggest that a step in preventing bullying could be breaking down social systems within schools.

This article is helpful because it contains several credible sources including two different studies to back up the main thesis. It is useful in determining characteristics of bully victims by pointing out that those characteristics may not be very obvious from an outsiders standpoint. It also makes a suggestion about prevention in American schools.

Dulus, C., Sowers, K., & Theriot M. (2006). Prevalence and Bullying Experiences of Victims and Victims Who Become Bullies (Bully-Victims) at Rural Schools. *Victims & Offenders: An International Journal of Evidence-based Research, Policy, and Practice,* *1*(1). Retrieved from <http://www-tandfonline-com.uri.idm.oclc.org/doi/pdf/10.1080/15564880500498945>

This article suggests that to better understand and takes steps toward preventing bullying, it’s important to stop looking at just the interaction and reactions of bullies and victims. The information found in the study proves that many children fall under the category of bully-victims, experiencing bullying as the bully and the victim. These children are found to be anxious, aggressive, highly emotional, hyperactive, and problematic. They also are unpopular among their peers and have fewer friends than children who are categorized as only bullies or only victims. Other studies are mentioned in the article that suggest that bully-victims are more likely to be bullied over victims and more likely to experience all types of bullying, physical, verbal and social, due to their physically aggressive responses and mental vulnerability. Another study suggested that bully-victims are not more likely to be bullied over victims, but more likely to experience physical bullying.

This is article because it contains credible resources including different studies to explain different and similar results. It looks at bullying in a different way by categorizing children as bullies, victims and bully-victims. This could help when trying to understand social behaviors and peer-to-peer interactions among American students in regard to bullying in schools. By understanding the children better and not only characterizing them by either bully or victim but also bully-victims, preventative steps can be considered.

Jacobs, W.E., & McMahon, M. (2014*).* Counterpoint: School Children Should Learn to Defend Themselves Against Bullies. *Points of View: Bullying in Schools*. Retrieved from <http://web.b.ebscohost.com.uri.idm.oclc.org/pov/detail/detail?sid=2297b922-dfe7-4e49-bdfe-02bebb070e80%40sessionmgr198&vid=0&hid=110&bdata=JnNpdGU9cG92LWxpdmU%3d#db=pwh&AN=23462343>

This article suggests that victims should learn how to deal with bullying. It does not condone bullying or justifies it. It states that most bullying takes place out of the vicinity of adult supervision and therefore children should be equip with the right tools to deal with bullies. The article also discusses the negative effects bullying can have on its victims and ways to prevent it.

This article is helpful in the discussion about bullying and the characteristics of victims. It describes ways to prevent bullying and help children from developing social and mental health issues that are associated with bullying victims.

Orenstein, P. (2011). Ending Bullying by ‘Fixing’ the Victims*. The New York Times*. Retrieved from <http://parenting.blogs.nytimes.com/2011/11/04/ending-bullying-by-fixing-the-victims/?module=Search&mabReward=relbias%3Ar%2C%7B%222%22%3A%22RI%3A14%22%7D&_r=1>

This article looks into how victims of harassment react and respond. The author cites a study in which a large group of second grade children were surveyed. Most of the children reacted in one of three ways: They retaliated with spreading rumors and name-calling, they acted as if nothing had happened, or they responded in a more healthy way by asking for advice from an adult or finding other ways to resolve the conflict. The results of the study suggests that if children are taught to recognize relationship conflicts and deal with them in a healthy way, then the development t of mental and social health problems can be prevented. The author then goes reflects on a personal anecdote about a childhood bully and whether or not it would have helped to have learned to deal with healthy ways to deal with personal conflicts.

This article is helpful because it contains a credible study that describes the behavior of bully victims. It also suggests how those results can be used to end bullying. This information can help when describing characteristics of victims as well as the overall discussion of bullying and prevention.

Saint Louis, C. Effects of Bullying Last Into Adulthood, Study Finds. (2013). *The New York Times.* Retrieved from <http://well.blogs.nytimes.com/2013/02/20/effects-of-bullying-last-into-adulthood-study-finds/?module=Search&mabReward=relbias%3Ar%2C%7B%222%22%3A%22RI%3A14%22%7D>

This article discusses the long-term effects of childhood bullying as they progress into adulthood. The study showed that people involved in bullying, whether they were the bullies, the victims, or both, they were more likely to develop mental health issues in adulthood when compared to those who never experienced bullying as a child. The results show percentages of people exposed to bullying and their likelihood of developing anxiety, depression, panic disorder, thoughts of suicide, and other mental issues.

This article is helpful because it has information about the long-term effects bullying has on people involved in school bullying. It contains legitimate sources to credit the information.